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in some publications. While the author has taken nothing for granted and has explained every allusion, he has not been so generous in his bibliography. Several works very commonly given in lists of reference are omitted from the selected list here given. There is an index, reasonably complete and quite well arranged.

VICTOR DWIGHT HILL

OHIO UNIVERSITY

The Foreigner in Hellenistic Comedy. BY RAYMOND H. COON.
University of Chicago dissertation. George Banta Publishing Co., 1920. Pp. 87.

Professor Coon has collected in this monograph practically all the material bearing on the treatment of the foreigner (i.e. the non-Athenian) as a character in extant Roman Comedy and the fragments of Hellenistic Comedy. Most of the pertinent passages of Greek Tragedy are added. The matter is well organized. The occurrences of the foreigner first in Old Comedy and secondly in New Comedy are classified by nationality and their national traits are enumerated. The use made of national costumes and dialects is noted. Finally, a thorough study is made of the organic part played by foreigners in the plots of Roman Comedy. This enables the author to estimate the value of a celebrated piece of literary criticism that has come down to us under the name of Tzetzes. According to it Old Comedy was interested in attacks on citizens in high places but New Comedy was forced to refrain from such attacks and to confine itself to slaves, beggars, foreigners and barbarians. The author shows that the plots of Hellenistic Comedy demanded the introduction of foreigners, so that it was not so much political as dramatic necessity which accounts for the greater vogue of the foreigner in the later period.

The introduction very appropriately calls attention to some modern European dramas offering examples of satire at the expense of foreigners. Unfortunately it omits the best known of all such cases, scene II Act I of Shakespear's *Merchant of Venice*. Some attempt is made in chapters II and III to estimate the truth of the attacks made on foreign or racial groups. This is always an elusive task even when it is possible to observe the groups directly. Nevertheless, independent evidence is adduced in many cases to show that others had the same opinions of various groups as were expressed in Comedy. In dealing with the Boeotians the author was able to avail himself of Rhys Roberts' critical estimate of an Athenian prejudice; with other peoples the attempt is less successful. Something of this sort might well have been done in connection with the study of the foreigner in Tragedy also. The author apparently underestimates the bearing which possible literary sources may have on this problem. He guards against the use of statements which might have been taken from the comedians but fails to collect and test adequately statements upon which the comedians may have drawn. For example (p. 63), Aristophanes' use of *τετριγότες* to describe the speech of the Illyrians may well have been suggested by Herodotus's application of the same word to the Troglodyte Ethiopians in IV, 183. Herodotus

also is the probable source of the Sophoclean passage on the effeminacy of Egyptian men. (p. 17).

The whole work is carefully and accurately written. It abounds in spirited translations of Greek passages. In the absence of a collected bibliography it would have been helpful to include in the index the names of ancient and modern authors cited.

JOHN WILSON TAYLOR

UNIVERSITY OF MANITOBA,
Winnipeg

The Principles of Language Study. BY HAROLD E. PALMER.

Yonkers-on-Hudson: World Book Co., Pp. 186. \$2.40.

As the author is directly interested in methods of teaching and studying spoken languages, it would seem that his book would be of little interest to teachers of Latin and Greek. Nevertheless there is much in it that will repay such teachers, and perhaps especially teachers in the junior high schools. Mr. Palmer contrasts innate capacities for language-acquisition (those by which a child learns to speak his mother tongue) with "studial" capacities (those by which an adult acquires a new language or an artificial form of his own). He emphasizes the necessity of utilizing, for certain purposes, the former along with the latter, showing how the development of the studial powers tends to inhibit the spontaneous powers. From this standpoint, the cultivation of intelligence through the exercise of attention, precision, discrimination and similar qualities is an evil rather than a good, as we have been wont to consider it.

I can best indicate what positive and immediate values the book contains by quoting certain suggestive passages: "The principle of accuracy requires that the student shall have no opportunities for making mistakes until he has arrived at the stage at which accurate work is reasonably to be expected" (p. 22). Among the factors making for interest are "the elimination of bewilderment" (properly distinguished from difficulty) and "the sense of progress achieved" (p. 27). The value of these can not be easily exaggerated. In enumerating the faults of much elementary teaching he says that the student "will have formed the 'isolating' habit, which consists in learning the individual elements of a group instead of learning the group as it stands. . . . In other words, he will have formed the habit of word-learning and have neglected that of word-group-learning" (p. 71). Rapid growth in power to understand a language seems to require that the student shall learn as early as possible to think in larger units than single words. "The enriching of one's vocabulary should be left to a comparatively late stage in the study of language, especially in the study of most derivatives and compounds" (p. 155). This doctrine, which so vigorously contradicts our emphasis on the value of Latin for English, is of course held because the author is assuming as the main purpose of language-study the acquiring of the ability to speak, to write and to understand the language as a native would. The principle of the multiple line of approach means that the teacher may use different methods concurrently. "The cumulative effect of